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ABSTRACT

This study sought to determine the multivariate relationship between sport participants' achievement goal orientations and projected reasons for dropping out of sport. Four hundred and sixty athletes, aged 13-18, who attended the University of Illinois Sport Camps completed the Achievement Orientation Questionnaire and a series of 14 questions related to reasons for dropping out of sport. Five achievement goal orientation scores (social approval, sport mastery, sport venture, cognitive ability, and sport competence) were calculated for each subject and used as predictor variables; the reasons for dropping out were used as criterion variables. The five achievement goal orientations were found to be significant predictors for three of the hypothetical reasons for discontinuing sport participation. Results suggest that, for students who value sport mastery, motivation to achieve is essential for continuing sport participation. Future research with the Achievement Orientation Questionnaire should include other approaches, such as longitudinal studies. (CB)

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SPORT PARTICIPANTS' ACHIEVEMENT GOAL ORIENTATIONS AND
PROJECTED REASONS FOR DISCONTINUING SPORT PARTICIPATION

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The purpose of this investigation was to determine the multivariate relationship between sport participants' achievement goal orientations and projected reasons for dropping out of sport and to assess the effectiveness of the achievement of sport. A study by Pemberton, Petlichkoff, and Ewing (1986) has established the reliability and validity of the Achievement Orientation Questionnaire used to assess the achievement goal orientations. Multiple achievement goal orientations have been identified for sport participants, sport drop outs, and nonsport participants (Ewing, 1981; Pemberton, Petlichkoff, & Ewing, 1986). Ewing (1981) found that sport drop outs were more mastery oriented and more competitive ability oriented than were sport participants. Theoretically, the achievement goal orientations are antecedents to the reasons for discontinuing sport participation. To further explore this relationship, 460 athletes attending the University of Illinois Sport Camps participated in this study. Athletes ranged in age from 13 to 18 years. Subjects completed the Achievement Orientation Questionnaire and a series of 14 questions related to reasons for dropping out of sport. Five achievement goal orientation scores were calculated for each subject (i.e., social approval, sport mastery, sport venture, cognitive ability and sport competence). Achievement goal orientations were used as predictor variables and the reasons for dropping out used as criterion variables. Multivariate analysis of variance indicated a significant multivariate relationship existed between the predictor variables and the reasons for dropping out of sport, $F(70,1960) = 1.34, p < .05$. Canonical correlation analysis revealed one canonical variate to be significant, accounting for 11% of the variance. Results for the univariate multiple regression analyses are presented for each of the criterion variables. The discussion focuses on the theoretical implications for multiple achievement goal orientations and their use in predicting sport behavior.

Maehr and Nicholls (1980) suggest that persistence and approach-avoidance behaviors are related to achievement motivation based on multiple achievement goal orientations. The achievement goal orientation approach implies that individuals define success and failure in different ways and perceptions of success and failure in specific sport situations are reflected by achievement goal orientations. In order for an individual to perceive that he or she is successful, the individual must demonstrate desirable personal characteristics in that sport situation.

Maehr and Nicholls (1980) hypothesized that there were multiple achievement goal orientations: social approval orientation, task mastery orientation and an ability orientation. Research by Ewing (1981), confirmed the existence of multiple achievement goal orientations for sport, specifically, sport competence, sport mastery, intrinsic and social approval goal orientations, and these goal orientations were used to distinguish sport participants from sport dropouts and non-sport participants. Research using the theoretical conceptualization of goal orientations has provided additional support for the existence of multiple achievement goal orientations in the sport and exercise setting (Ewing, Roberts, & Pemberton, 1983; Ewing, Schultz, & Albrecht, 1985; Pemberton & Roberts, 1985). Pemberton, Petlichkoff, and Ewing (1986) have established specific aspects of reliability and validity for the Achievement Orientation Questionnaire which is used to assess achievement goal orientations in sport. Test-retest reliability, internal consistency, content validity and discriminant validity for

the scale have been established. However, predictive validity has not been specified for the Achievement Orientation Questionnaire. Theoretically, the achievement goal orientations are antecedents to the reason for discontinuing sport participation. Thus, the purpose of this study was to explore the relationship between achievement goal orientations and specific hypothetical reasons for dropping out of sport.

Subjects were 256 males and 204 females (13-18 years old) attending sport camps at the University of Illinois. The subjects participated in camps for swimming, basketball, track and field, volleyball and cross-country. During the first portion of the sport camp session, all sport camp participants were contacted and asked to participate in the study, this included those individuals who participated in the test-retest portion of the study. Subjects completed the Achievement Orientation Questionnaire (Ewing, 1981) and five scores representing five achievement goal orientations (social approval, sport mastery, sport venture, cognitive ability, sport competence), as specified by Pemberton, Petlichkoff & Ewing (1986), were calculated for each subject. The subjects were also asked to respond to 14 hypothetical reasons for discontinuing their sport participation; indicating how important the specific hypothetical reason might be for them to drop out of sport. The subject responded to these hypothetical reasons using a 5 point Likert scale.

To examine the relationship between the hypothetical reasons for dropping out of sport participation and the achievement goal orientations, multivariate multiple regression, univariate multiple regression and canonical correlation analyses were utilized. A significant multivariate relationship was found to exist between the predictor variables, 14 hypothetical reasons, and the criterion variables, five achievement goal orientations, $F(70,1960) = 1.34, p < .05$. The univariate multiple regression F tests for each criterion measure revealed that the predictor variables were related to three of the hypothetical reasons for discontinuing participation (lack of skill improvement, $F(5,424) = 2.63, p < .05$; not motivated to play, $F(5,424) = 3.47, p < .01$, teammates were better, $F(5,424) = 2.49, p < .05$). The standardized regression coefficients in Table 1 reveal that sport mastery was highly related to the reason "teammates were better", cognitive ability was highly related to the reason "lack of skill improvement" and the reason "not motivated to play", and sport competence was highly related to the reason "not motivated to play".

Canonical correlation analysis was used to examine the relationship between linear combinations of the achievement goal orientations and the hypothetical reasons for discontinuing sport participation. One canonical variate was significant ($R_c = .3286, p < .05, R_c = 11\%$) with the redundancy index indicating that this relationship accounted for 53% of the variance.

The specific contributions of the predictor variables and the criterion variables to the significant canonical correlation are found in Table 2. The canonical loadings for the significant canonical variate indicate that the criterion variable of discontinuing sport participation due to lack of motivation contributed most, followed by the reason "other teammates were better" and the reason "the coach didn't tell me I did well." The reason "not motivated to play" was inversely related to the reason "teammates were better" and the reason "coach didn't tell me I did well." Sport mastery contributed most to the relationship for the criterion variables, sport mastery was positively related to the reason "not motivated to play", as was sport competence. However, cognitive ability was moderately and positively related to the reason "teammates were better" and the reason "coach didn't tell me I did well."

TABLE 1
Standardized Regression Coefficients
Hypothetical Reasons

Predictors	Criterion (Reasons)		
	Lack of Skill Improvement	Not Motivated To Play	Teammates Were Better
Social Approval	.10	-.03	.06
Sport Mastery	-.05	.06	-.16*
Sport Venture	.02	.01	-.03
Cognitive Ability	-.17*	-.19**	.04
Sport Competence	.10	.16*	.02

* $p < .01$

** $p < .001$

TABLE 2

Canonical Loadings: Reasons For Dropping Out
Of Sport Participation And Achievement
Goal Orientations

	Canonical Loadings
Stop Participating If -	
I was not good enough	-.11
I didn't play enough	-.03
Skills did not improve	-.25
The coach didn't tell me I did well	.31
The coach doesn't care	-.03
Team didn't encourage me	-.03
I was afraid of getting hurt	-.09
I got tired of working out all the time	-.08
I didn't care about sport competition	-.11
I was not motivated to play anymore	-.56
Other teammates were better players	.34
Being good takes too much work	.17
I was tired of sports	-.13
Sport was no longer challenging	-.05
Achievement Goal Orientations	
Social Approval	-.05
Sport Mastery	-.68
Sport Venture	-.01
Cognitive Ability	.37
Sport Competence	-.45

The five achievement goal orientations, (social approval, sport mastery, sport venture, cognitive ability, sport competence) were significant predictors for three of the hypothetical reasons for discontinuing sport participation. The social approval achievement goal orientation and the sport venture achievement goal orientation were not significant predictors for any of the hypothetical reasons. This may suggest that ability orientations are important predictors for sport drop out. Subjects responding that the reason "teammates were better" and that the reason "the coach didn't tell me I did well" were important for discontinuing sport participation, tend to be low on the sport mastery orientation and the sport competence orientation, but high on the cognitive ability orientation. The individual who indicated that not being motivated was an important reason for them to drop out of sport tended to be low on the cognitive ability orientation, but high on sport mastery achievement orientation. Individuals high on mastery indicate that losing motivation was an important reason for discontinuing sport participation. These findings support those of Ewing (1981). If these individuals are not reinforced in the sport experience for skill improvement, they will drop out. If winning is the focus the individual with a sport mastery orientation will not be reinforced. These findings are not in opposition to the underlying theoretical assumptions of the achievement goal orientations. However, the data do not clearly provide evidence for predictive validity. Since the subjects in this study were responding to a

hypothetical situation, the strength of the results may have been diminished. Future work with the Achievement Orientation Questionnaire should include additional and alternative approaches for providing evidence of predictive validity, such as longitudinal studies.